

poor. Do you not think the spread of Christianity
would do avail more than ~~any~~ ^{any} wider knowledge
of the principles of education?

Christianity should constrain a man to
do well what he knows how to do, but does
not instruct him in any unknown art,
does not make a man a tailor, or a woman
a cook. No one would take the trouble to
carry out these principles faithfully who
was not influenced by the highest motives;

no man must be a Christian who is capable
of educating his children in the fullest sense;
yet, being this, loving the truth & hating a
lie, he may, for want of other knowledge,
bring up his children to deceive them.

Selves & him: into formalism, calumny,
or, strictness, he may ignorantly err.

I think we are not allowed to suppose that
divine grace will supplement our
ignorance: It is a man's duty to know,
and God does not do for men what they
ought to do for themselves. ~~Content with and~~

~~Content with and~~ ^{in question} ~~is the~~ ^{is the} ~~core~~ ^{core} ~~really deep & difficult~~; physiology, ^{theology} ~~is~~ ^{is} ~~all deal, no doubt~~
Mental & moral ^{conditions of} ~~science~~ ^{well-being} ~~with the~~ ^{with the} ~~oral~~ ^{oral} ~~well-being~~
& relations of human beings & their ~~being~~ ^{being}
covers a wide field; but the broad principles
which should regulate action are ~~exactly~~ ^{to be}
fathomed, ^{without much research} & it would be well for the ~~boundaries~~ ^{boundaries}
~~with~~ if these were brought home in simple
forcible words to the unlearned & ignorant. ^{for}

Every man should know what is due to his
child, body, soul & spirit. Men & women
are capable of a great deal for their children's
sakes; not only of large sacrifices, but of
self-restraint & of daily noble effort. Many
parents live purposeless, effortless lives
simply because they do not see what is to
be done, or how to set about it. Meek humility
keeps them back, 'How can I except - come
man should guide me?' undertakes this
high task? So they let things be, & the
children go their own way in many a
home, & in others, outsiders, teachers & what
not, take up the task the parents have deserted.

II
Of Method.
Suppose a Mother, like myself, dissatisfied
with the present state of things, & anxious to
take up her duties, how should she set about it?

In the first place, she should, I think, try
to keep up with the times, - know what is being
done & thought in the world, so that her
children may not come to regard her opinions
with indulgent superiority.

But so many things are taught in schools
now, Science & history, literature &
Language, & I know not what besides, say-
ing there were nothing else to be done, I
am not clever enough to keep up with the
boys. Truly so.
Of course not, keep up with the current thought

muscle arms, & rough voice. Yet, remembers, she has to work very hard & the Spanish old woman is always a masculine looking hag.

She has no chair, but courteously apologises, & shows a "manta" on the floor for you to sit on. Under the settle - the sleeping place - is the roost full of poultry. There, too, is her little "jarro" of water, & the provisions for the scanty dinner - the flat-cake of coarse bread, and the melon, or the white grapes.

Just now, her husband is taking his siesta in his manta in this room - too indolent to move. At sun down, he trots behind his donkey, loaded with melons or grapes from his garden close by, to the market. At 3.30 in the morning the market opens, & at four to five it is a livelier sight: maids from the rich houses, the mothers from every poor house, have come, basket on arm, to buy the daily stock of fruit, bread, & game.

In the little tents of the fruit-vendors lie the heaps of glowing fruit, the red flame-coloured tomato, the red & yellow pomegranate, the purple fig, the yellow or dark green melon, the plum, the apple

"A Mother's mind, you hold up such a standard, I yet say no poor Mother need have sinkings of heart!"

"I do say it; my own failures have, I believe, arisen from blindness as to the nature of my duties, & from want of faith that I should have any power given me to fulfil even those I saw."

A Mother will grow up to the standard she sets before her; almost in spite of herself. She will become that which she sees it needful for her children she should be. Time spent for them are peculiarly blessed in this way; a daughter, with an inferior mother, a father, with a motherless babe - what new powers they develop, & how they adapt themselves to their dependent charges! Not of themselves is the insight & sympathy which enable them to respond to needs so foreign to their own; and as little to herself is a Mother left who believes, & endeavours to walk faithfully in the light which is given her."

"One thing more; I can believe that a woman, fully imbued with a sense of what her children should be, may become almost unconsciously, all a Mother might

ought to be: but I hardly see even how to get
 this ideal in any practical way: beautiful
 & desirable, but too vague & misty to
 suggest a 'Method of Education,' if
 it floats before me. What I want to know
 is, what to do, & towards what immediate
 end."

"Education, like other sciences, must be
 studied in detail, & a vague outline is,
 I suppose, all that may be taken in at
 a single glance. The ideal, & the Method,
 the way to it, become manifest only
 as we take 'human nature' to pieces,
 learn what goes to make up a man,
 what every part of him is capable of, &
 what several laws every part of him
 is in ^{each} subjection; and, thus, how
~~every single~~ faculty of body or soul
 may be assisted to its due development;
 But the consideration of a few instances
 will make my meaning plainer; we
 are 'creatures of habit' - or, at least, we
 often are; let us, in our next spare
 half hour, examine into the nature, force,
 & means of educating these all-powerful
 habits."

She was a phantom of delight -

Chapter II

"Do you want anything more, Sir?"

Even the little parlours looked well this morning, as the sun shone, streaming in through the open eastern lattice, lit up a snow-white table cloth of homely flannel, & a posy, the wealth of a cottage garden - did the odours of cherry-pie & vinegarnets come from without or from the posy? - new laid eggs, yellow butter, & such cream - the country version of these things, ~~such as~~ the poetry, of which you discerned from converse hardly a hint.

The young man looked up - the peasant's eyes & polished manners did not - all sort - him, but his artist - look was almost before the countenance of this cottage maid.

Kate Kilstone was the belle of the Forest; the belle of the country, her admirers said, & some were hardly enough to swear that she was the belle of all England. To say that she had hair of gold touched with orange when the sun had caught its ripples, drawn into a neck knot - low on her neck, but breaking out in a hundred little shining ripples of singlet - round face & neck. That she carried her shapely head with the grace of a princess

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C'est-à-dire le premier pas qui coûte.

"And just a word more; ^{not to} I'd be obliged if you'd
see that Louis behaves properly at school. He doesn't,
+ it vexes his Mother."

This, from the father of a day-boy to the Head-Master
of a Public School: not every parent would have
had the temerity; but perhaps Louis's father did not see
that the great-man's gentle sauciness + brightening
eye meant enjoyment - of the situation. Head-Masters
of great schools don't commonly make it - their
business that every day-boy should know how
to handle his knife + fork.

Most parents ~~consider it their business~~ ^{see to it that}
their children should eat - like Christians; but
a school should have the Christian's place: where,
short of this, does the business of the school-master
end + that of the parent begin? Teachers fall
degrees, from Head-Masters downwards, have been
for long enough, taking their bearings. They have
formed some notion of what the real business of
education includes. As a class, they may
be a Dominie Sampson, here + there, but, as a class,
teachers are ahead of parents in what concerns
the bringing up of children. At any rate, they
take that line, + carry it off sometimes with
a high hand. And nobody can deny the
importance of the teaching craft. As represented
by the weight + worth of the Head-Masters + Mistresses
of our greater Public Schools, it is enough to constitute